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ABSTRACT

MAJOR CONSIDERATIONS AND FINDINGS ARE PRESENTED IN REGARD TO THE UPDATING OF A LONG RANGE CAMPUS PLAN FOR THE DEVELOPMENT OF BUILDINGS, PARKING AREAS, DRIVES AND SIDEWALKS AT DAYTONA BEACH JUNIOR COLLEGE. FOLLOWING A CONSIDERATION OF THE BACKGROUND AND PROGRAM OF THE COLLEGE, A SITE ANALYSIS IS PRESENTED. PLANS AND RECOMMENDATIONS ARE OFFERED REGARDING LAND USE, CAMPUS DEVELOPMENT, AND UTILITIES. THE APPENDIX INCLUDES MANY PAGES OF SUPPLEMENTARY DATA CONCERNING THE EXISTING CAMPUS DEVELOPMENT. (FS)

CAMPUS PLANNING STUDY

FOR
DAYTONA BEACH JUNIOR COLLEGE
DAYTONA BEACH, FLORIDA

CAUDILL, ROWLETT, SCOTT
Architects, Planners, Engineers
Houston, Texas November 1966

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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INTRODUCTION

In August, 1965, Daytona Beach Junior College retained the firm of Caudill Rowlett Scott as planning consultants to aid them in the updating of a long range campus plan for the physical development of the College buildings, parking areas, drives and sidewalks. After interviews with College administrators and Division chairmen, a program of total building space needs was developed as a basis for campus analysis and design. The following pages of this report present the major considerations and findings of this study, along with recommendations and plans for the future physical development of the College.

The appendix has included many pages of supplementary data of interest concerning the existing campus development.

The firm of Caudill Rowlett Scott wishes to express its appreciation to the Administration of Daytona Beach Junior College for their assistance in providing information, photos, and data concerning the use of physical facilities at the

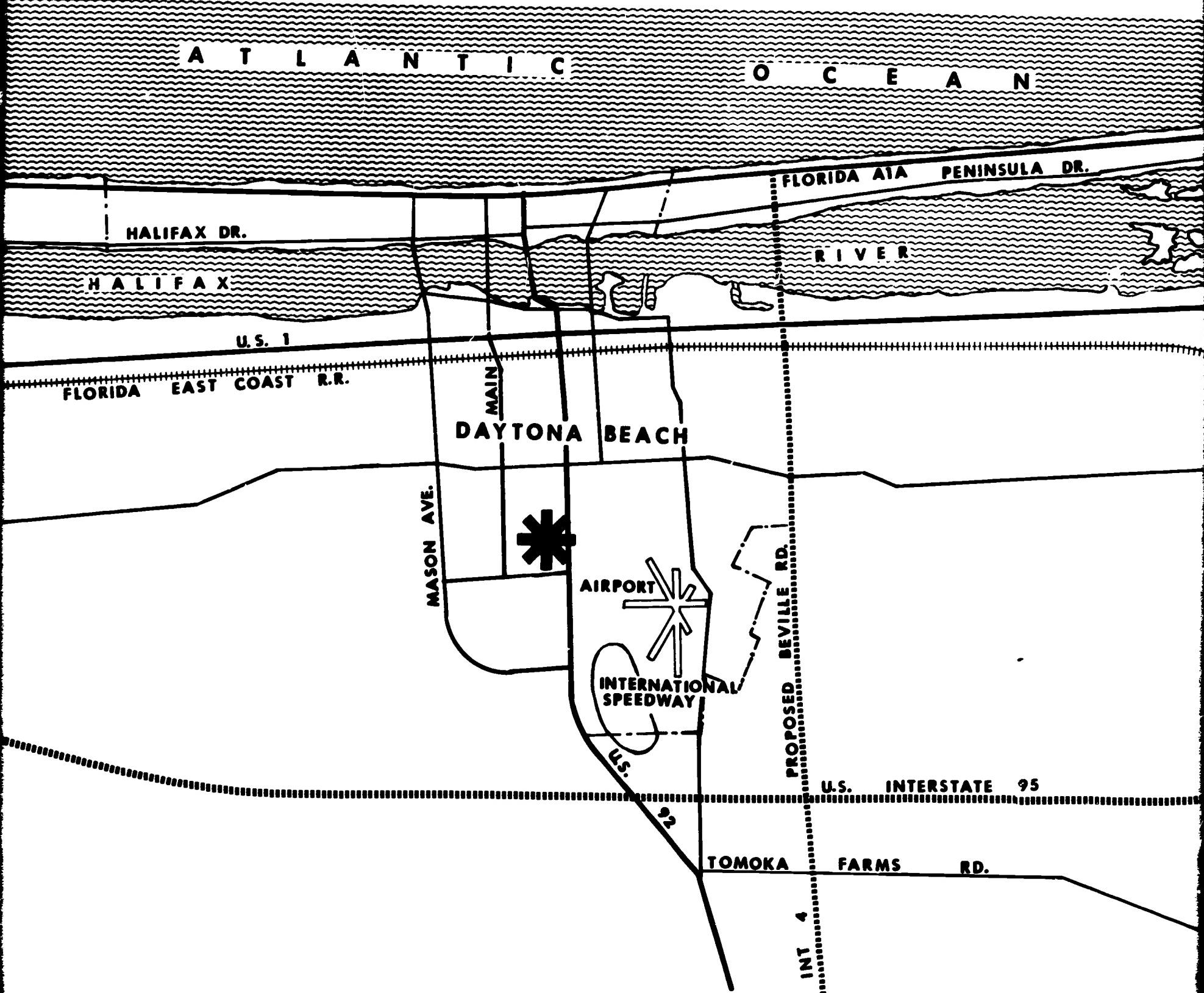
BACKGROUND

LOCATION AND HISTORY

Daytona Beach Junior College serves Volusia and Flagler Counties in the northern part of East Central Florida and is located near the western edge of the City of Daytona Beach, Florida. The site is adjacent to U.S. Highway 92, just northwest of the Daytona Beach Airport and International Speedway.

Daytona Beach Junior College was founded in 1958 to meet the broad post high school educational needs of Volusia and Flagler Counties. Community inspired and dedicated, its early development parallels the vision of its founder, Mary Brennan Karl, who many years ago realized the need for its establishment. The first seven years of the College's operation also parallel the projection of the Community College Council which in 1957 established the priority for its formal organization.

The College is a pioneer in that it is the first institution in Florida to operate a program of a comprehensive nature as defined by the State Legislature and recommended by the Council. Today, three divisions complete its overall structure. They include: a College Division, providing the freshman and sophomore years of the general education requirements for transfer to senior institutions and degree programs in technology, hospitality and medically related areas; an Adult Education Division to meet the needs of a varied adult citizenry; and the Mary Karl Vocational Division which offers a broad range of occupational training. Enrollment in the three divisions increased from slightly less than 4,000 in the fall of 1958 to an estimated 12,000 individuals by the end of the current year.



CLIMATE

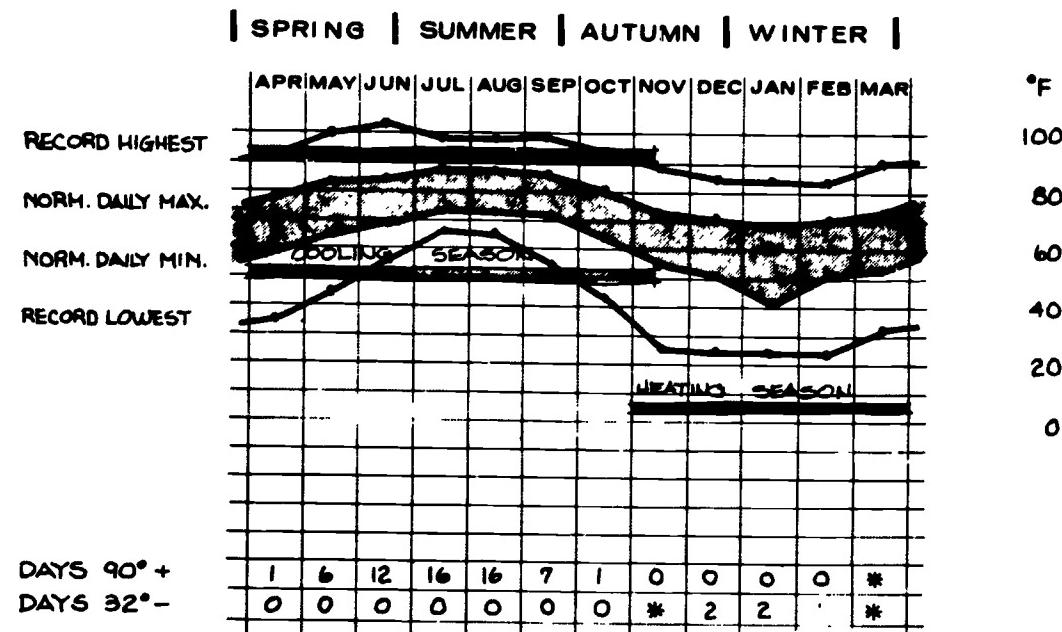
Daytona Beach has a very desirable year-round climate. It does, however, have distinct characteristics that influence campus planning – especially the design of buildings. Many of the earlier buildings of Daytona Beach Junior College were designed for natural ventilation and were oriented with this in mind. Today the buildings are designed as air conditioned space and this is not quite as strong an influence as it was previously. The diagrams on this page were constructed from data published by the U.S. Weather Bureau.

The annual rainfall averaging approximately 50 inches is abundant enough to support a variety of plant growth. Much of the rainfall (better than 60%) occurs between June and October. Rainfalls of up to 4 and 5 inches in a 24 hour period are rare, with a record of slightly over 9 inches in October of 1953.

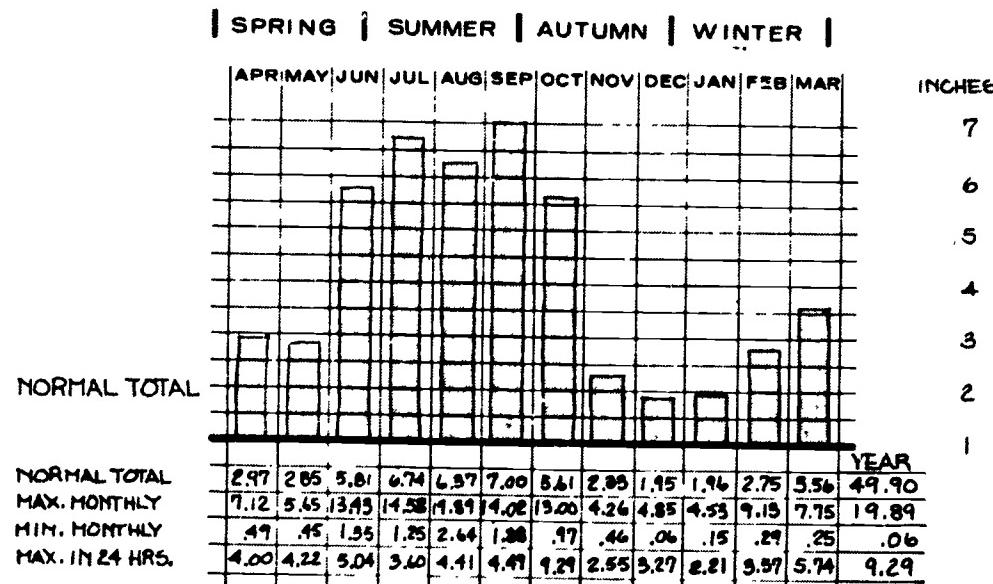
Annual temperature average is a pleasant 71 degrees with a summer average of 79 degrees and a winter average of 69 degrees. Extremes in temperature are rare with a record low of 24 degrees in February of 1958 to a record high of 102 degrees in June of 1944. Normal daily maximum temperature range is from 70 degrees in January to 88 degrees in August.

Winds in the Daytona Beach area vary greatly in direction and intensity. Mean hourly speed is approximately 9 miles per hour, generally from the east. Primary direction in summer is from the southwest and in winter from the northwest. Hurricanes are a factor in the Florida climate, but according to the U.S. Weather Bureau, the probability of hurricane winds in Daytona Beach is 1 to 30.

CLIMATE DAYTONA BEACH, FLORIDA TEMPERATURE



CLIMATE DAYTONA BEACH, FLORIDA PRECIPITATION



A vertical aerial view of existing campus prior to development of Student Center and Humanities Building.



An aerial view of existing campus looking north.





An aerial view of existing campus looking south.



PROGRAM

ENROLLMENT PROJECTIONS

Projections of enrollment for Daytona Beach Junior College have been based on fairly conservative judgments of how the projected growth for the area served by the College will affect the junior college growth. For planning purposes, a total of 5,100 FTE are expected by 1980 that need to be accommodated on campus. Below is a recap showing previous and projected growth by Division through 1980. On the opposite page is a more comprehensive projection of the College Division.

Year (Fall)	College Division Total FTE	Vocational FTE	Adult %	Total FTE	1965	1966**	150,000
1958	518	243					
1959	710	401	536				
1960	827	463	483				
1961	908	583	528				
1962	1,256	833	533	100			
1963	1,350	952	548	100			
1964	1,587	1,144	539	100			
1965	1,998	1,428	597	100	2,125		
1970	2,975	2,140	750	175	3,065	B. Kiplinger Letter, 1965-1974, 74,600 increase (50%).	
1975	4,000	2,870	900	250	4,020	C. Industrial Development Research Council, Atlanta, Georgia.	
1980	5,150	3,700	1,050	350	5,100		

FTE – full time equivalent (15 credit hours)

**Central campus oriented (day program)

* Bureau of Business & Economic Research, University of
Tennessee

****Interpolated figures by Caudill / Rowlett, Scott.**

COLLEGE DIVISION GROWTH PROJECTIONS

<u>Year (Fall)</u>	<u>High School Graduates</u>	<u>Freshmen No.</u>	<u>Sophomores No.*</u>	<u>Total Fulltime</u>	<u>Total Part-time</u>	<u>Total</u>	<u>F.T.E.</u>
1958	1,266	188	18	201	518	243	
1959	1,269	195	15	298	710	401	
1960	1,349	270	21	403	827	463	
1961	1,450	332	25	463	908	533	
1962	1,462	512	35	724	532	833	
1963	1,634	463	32	743	607	1,144	
1964	1,716	660	40	961	1,587	1,428	
PROJECTION 1 (Realistic)							
1970	2,300	1,150	53	650	60	1,800	2,250
1975	2,700	1,600	63	900	60	2,500	3,100
1980	3,200	2,200	73	1,200	60	3,400	4,200
PROJECTION 2 (Conservative)							
1970	2,300	1,100	50	550	55	1,650	2,800
1975	2,600	1,400	55	700	55	2,100	3,600
1980	3,000	1,700	60	900	55	2,600	4,400
AVERAGE (Use as Planning Criteria)							
1970	2,300	1,125	50	600	600	1,725	2,140
1975	2,650	1,500	55	800	800	2,300	2,870
1980	3,100	1,950	60	1,050	1,050	5,150	3,700

NOTES: (1) 1958-1965 actual figures (2) 1965-1980 projections by Caudill Rowlett Scott *Percentage of previous year.

TOTAL SPACE REQUIREMENTS

The total space required when the College has grown to 3,000 and 4,000 FTE is shown below. The full demand of 5,000 FTE (expected by 1980) is not even shown here because the existing campus site cannot accommodate that level of enrollment with any desirable development pattern.

	<u>Existing</u>	<u>3,000 FTE</u>	<u>4,000 FTE</u>
--	-----------------	------------------	------------------

	<u>Planned</u>	<u>3,000 FTE*</u>	<u>4,000 FTE*</u>
Humanities	--	--	--
Science *	--	4,800	14,800
Social Science *	--	4,800	14,800
English *	--	7,000	14,000
Business Education	7,000	--	1,000
P. E. and Health	--	1,200	2,400
Vocational-Technical** 14,290	125,000	160,000	
Guided Studies *	4,000	6,000	
Adult Program *	16,000	18,000	
Library	15,800	26,000	
Administration *	12,200	30,000	
Student Center	20,150	20,150	
Building Services**	6,000	8,000	
* Net x 1.5.			
** Net x 1.3.			

**Included in general classrooms of other buildings.

NOTES: 1. Only permanent buildings are included in Existing column.

- College Division portion would be:

@ Existing	-	1,428 FTE
@ 3,000 FTE Total	-	2,140 FTE
@ 4,000 FTE Total	-	2,900 FTE

Additional space required at the 3,000 and 4,000 FTE stages is shown below. These are totals that include all additional space required. This does not include the three buildings now being designed that are shown in the first column of figures.

ADDITIONAL BUILDING SPACE REQUIRED

	<u>Planned</u>	<u>3,000 FTE*</u>	<u>4,000 FTE*</u>
Humanities	--	--	--
Science	--	4,800	14,800
Social Science & English	--	7,000	14,000
Business Education	7,000	--	1,000
P. E. and Health	--	1,200	2,400
Vocational-Technical 105,800	32,000	40,000	
Guided Studies 3,300	1,000	3,000	
Adult Education	--	16,000	18,000
Library	--	10,200	16,200
Administration	14,000	4,000	4,000
Student Center	--	--	7,000
Building Services	3,300	2,700	4,700

* Total need over and above space now existing or planned.

**Included in general classrooms of other buildings.

PARKING AND OUTDOOR REQUIREMENTS

One of the major considerations of development of a junior college campus is the parking problem. Practically all students, faculty and staff, as well as visitors, use the automobile to get back and forth from their homes to the college. At the present time, very few parking lots are improved for this use. Adjacent streets carry the major load in the College area. Any long range plan for Daytona Beach Junior College should have adequately-sized, well-located, off-street parking lots for a reasonable estimate of needed car spaces. The table following indicates the projected need of parking spaces - a total of over 3,000 spaces, if the College site is developed to handle a student capacity of 4,000 full time equated students.

<u>Required Spaces</u>	<u>Existing</u>	<u>3,000 FTE</u>	<u>4,000 FTE</u>
Students			
@ 1 car per 1.5 to 2.0 students	1,000	1,770	2,670
Faculty			
@ 1 car per 12 students	160	250	330
Visitors			
@ 1 car per 100 students	20	30	40
TOTAL SPACES	1,180	2,050	3,040
Square Feet Required			
A 350 SF/car	413,000	717,500	1,064,000
Area Required (acres)	9.5	16.5	24.4

P.E. and recreation requirements of the College are outlined below. As seen, these are far in excess of the land area now available for these functions.

<u>Existing</u>	<u>Need</u>	<u>Need at 4,000 FTE</u>
Track and field	5	5
Game and ball fields	6	10
Game courts	2	3
TOTAL (acres)	13	18

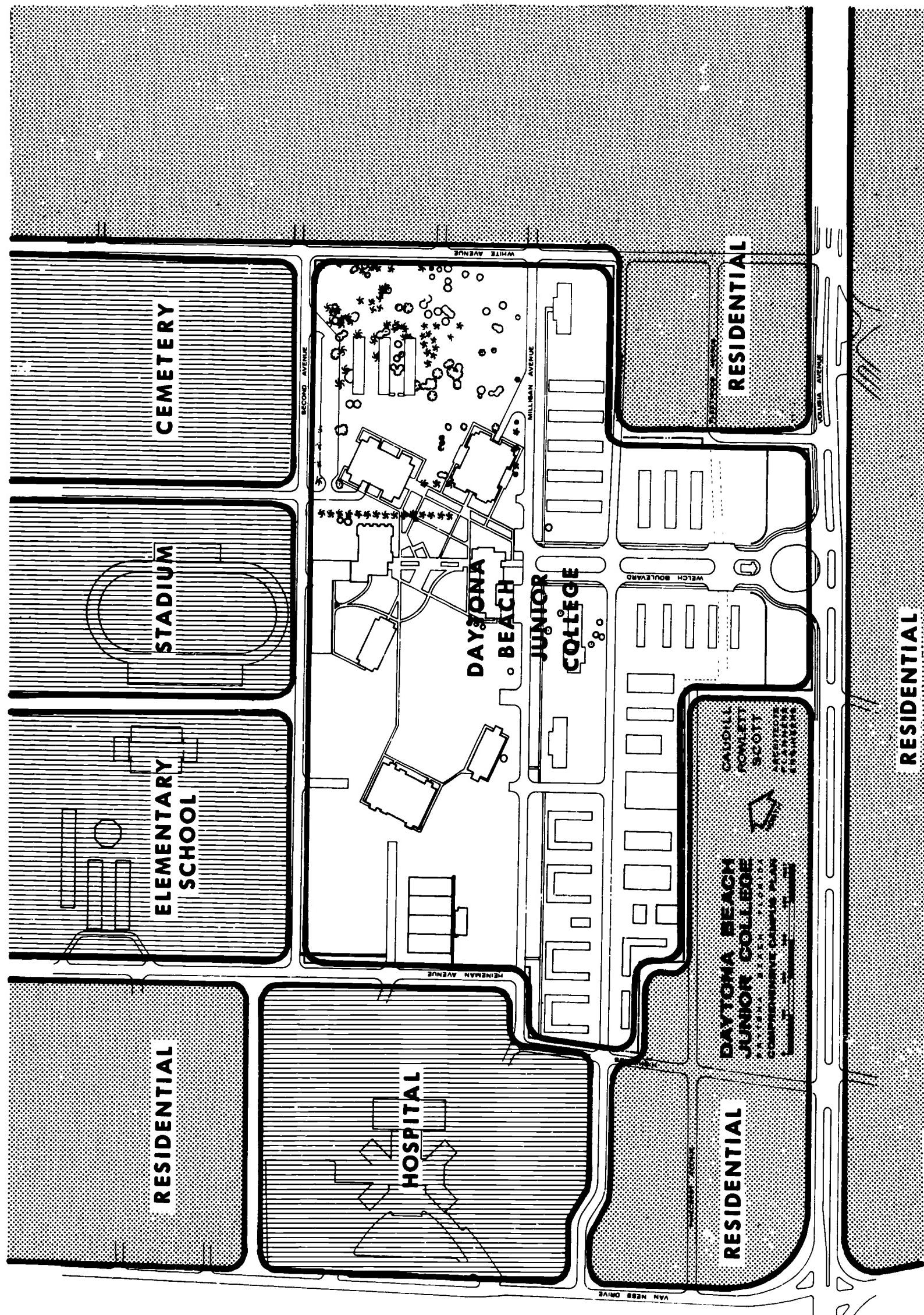
SITE ANALYSIS

ADJACENT LAND USE

One of the primary community influences on the long range development of Daytona Beach Junior College is the adjacent land use pattern. The existing campus site has been surrounded primarily with public oriented development - a hospital, an elementary school, a cemetery and an athletic field and stadium. Residential area adjacent to the campus is oriented primarily to the southern edge. This development presents real difficulties in any expansion of the campus site. At the present time, the existing stadium site presents the best possibility. If a new city stadium were to be erected at a new site, this land might become available as an extension to the campus in future years.

One environmental aspect of the existing land use pattern is the fact that very little frontage is available adjacent to the most important street serving the campus area (Volusia Avenue or U.S. Highway 92). This presents a problem of identification for the College in that the primary entrance to the College now splits this rather small amount of frontage.

Most of the development adjacent to the campus cannot be considered as a blighting influence - only as a major barrier to growth. Acquisition of these residential units south of the campus would be quite expensive for the relatively small amount of acreage involved.

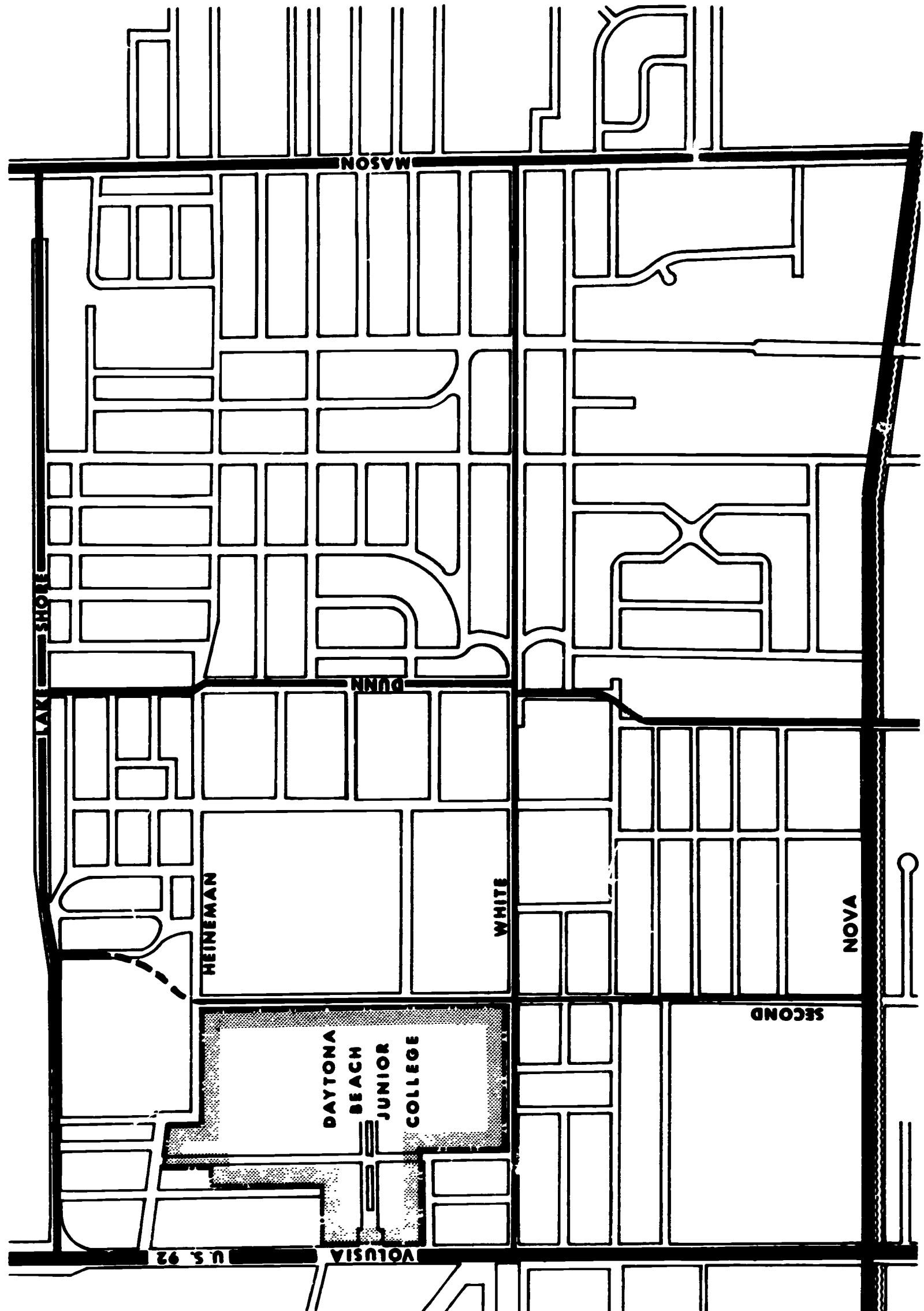


MAJOR STREETS SERVING CAMPUS

Another major influence of the community on the College development is the highway and street network serving the college area. The major street plan shown across the page shows the relationship of Daytona Beach Junior College to the surrounding street development. Major influence is, of course, U.S. Highway 92 (Volusia Avenue) which is adjacent to the college site on the south, and serves as the primary entrance to the College. At present this entrance has no signals to control the turning movements into or from the main entry drive. Signals on Volusia Avenue are located at White Street and at Lake Shore Drive. White Street is the second most influential street serving the school, and will become even more important as an access to the College as traffic increases on U.S. Highway 92 and turning movements primarily at signalized intersections are required for efficiency and safety.

A possibility exists that a signalization of the intersection of U.S. Highway 92 and Highlands (an extension south of Heineman) will take place as the Hospital expands its facility. This possibility will not adversely affect the college traffic pattern and should provide better access to the western edge of the campus.

Second Street is shown as a collector street that might tie White and Lake Shore Drive together. At the present time, Second does not continue west of Heineman. If the college site can be extended north (the only possibility being the existing stadium area), the presence of a collector street on Second would present something of a problem to physically connecting the two areas. If the campus does not expand north, Second Street as a collector would be a desirable asset.



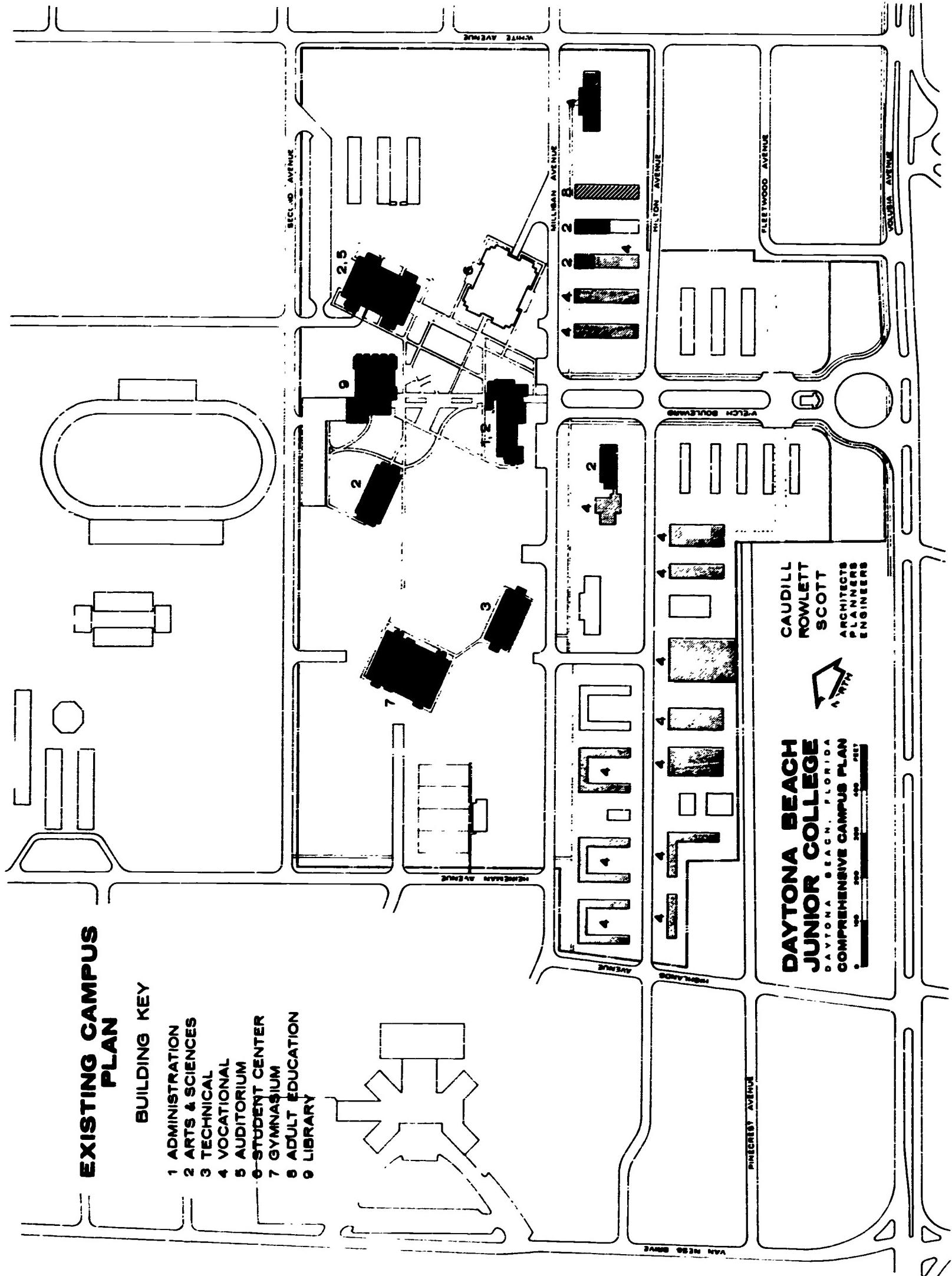
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EXISTING CAMPUS PATTERNS

The campus of Daytona Beach Junior College is located on the site of the old Second W.A.C. Training Center constructed during the early 1940's. Several of the temporary buildings in that development are still being occupied by various functions on the campus - primarily by the Vocational Educational Division of the College. For the most part, these are located south of Milligan Avenue. Most of the permanent buildings are located north of Milligan Avenue and are used by the College Division.

Very little permanent parking has been developed on the existing campus. At the present time, an area immediately north of the Gymnasium, Library and Humanities buildings is being paved. Now, cars park mostly on the streets or between the temporary buildings south of Milligan Avenue.

The buildings that are the most community-wide generators are the Gymnasium, Library, Student Center, Administration and Humanities building (auditorium is located here).



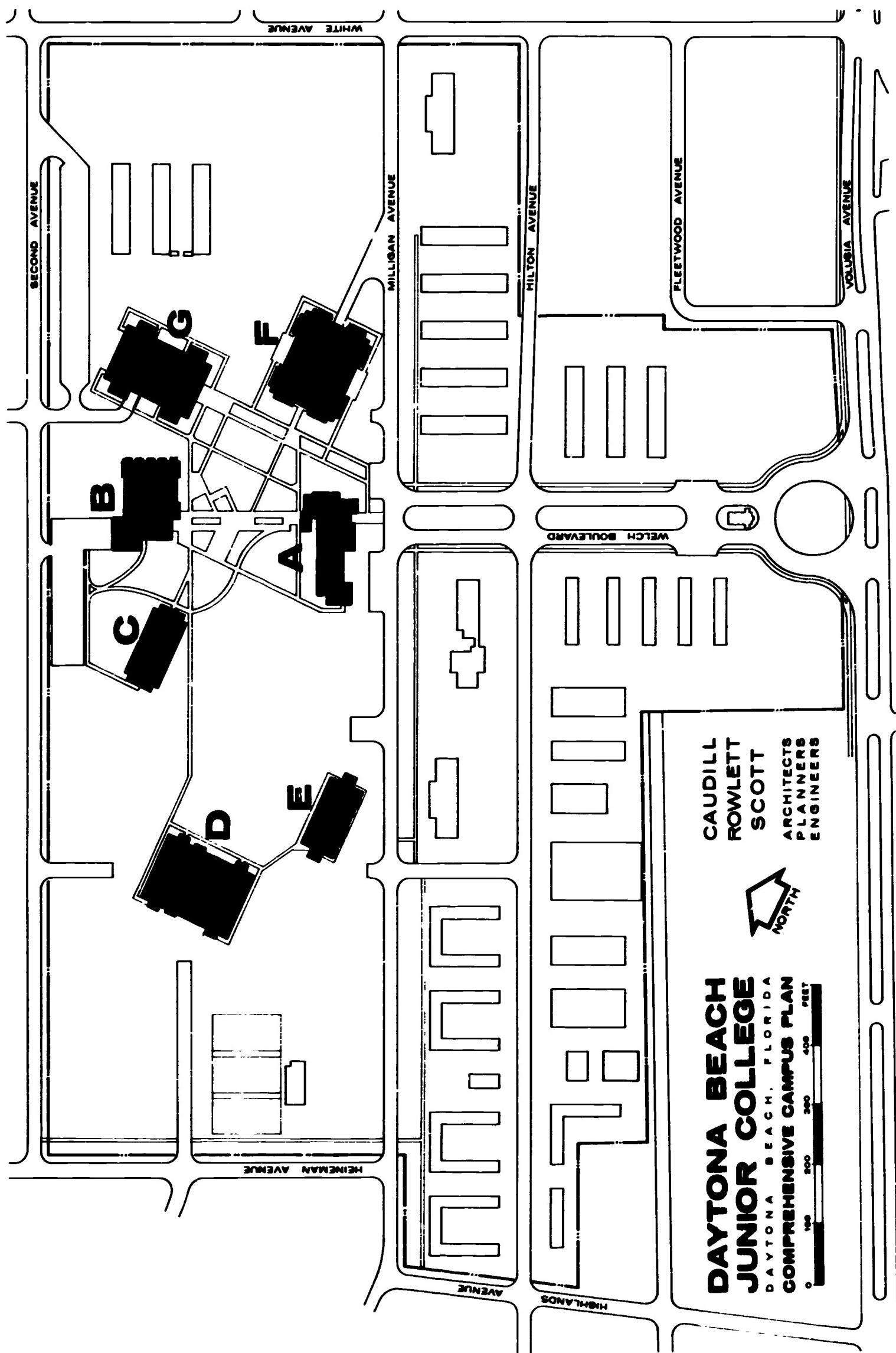
EXISTING BUILDINGS

Following is a recap of the existing permanent buildings on campus. A total of 102,529 square feet of net assignable space exists at present. However many temporary buildings are used at present - primarily by the Vocational Division. The map on the opposite page identifies these buildings listed below.

<u>Name</u>	<u>Name</u>	<u>Classrooms</u>	<u>Labs</u>	<u>Rooms</u>	<u>Offices*</u>
<u>Name</u>	<u>Date Completed</u>	<u>Gross Sq. Ft.</u>	<u>Net Assignable Sq. Ft. *</u>	<u>P.E. Building</u>	<u>Science Building</u>
<u>Name</u>	<u>Date Completed</u>	<u>Gross Sq. Ft.</u>	<u>Net Assignable Sq. Ft. *</u>	<u>P.E. Building</u>	<u>Science Building</u>
A. Collins Hall	1960	20,018	14,300	Bailey Hall	1-0
B. Mary Karl Library	1960**	15,800	14,150	Student Center	1-0
C. Science Building	1959	15,132	12,011	Fine Arts Building	<u>3-1</u>
D. P.E. Building	1962	18,237	15,996	TOTALS	<u>13-6</u>
E. Bailey Hall	1963	14,291	10,615		
F. Student Center	1966	20,152	14,303		* Figures indicate rooms and capacity.
G. Fine Arts Building	1966	<u>31,500</u>	<u>21,154</u>		
TOTALS		135,130	102,529		

* Does not include halls, stairs, janitor closets, mechanical rooms, general storage, etc.

**Addition in 1966.



BUILDINGS BEING DESIGNED

During the planning study, three buildings have been planned (preliminary design phase). These buildings, as shown on the opposite page, have the following functions and area.

A. #1 — Vocational - Technology

Photography	3,600 SF
Printing	3,600
Dry Cleaning	3,000
Air Conditioning	4,000
Small Motors	3,800
Cabinet Making	5,400
Central Receiving	2,600
Drafting Lab	1,500
Classrooms (2)	1,300

sub-total (net) 28,800 SF

Total Gross Area 36,000 SF

B. #2 — General Purpose and Vocational - Technology

Student Personnel	13,500 SF
Data Processing	3,900
Business Education	17,600
Classrooms & Lecture (4)	3,500
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sub-total 38,500 SF (net)

Total Area 53,700 SF (gross)

C. #3 — Vocational Technology

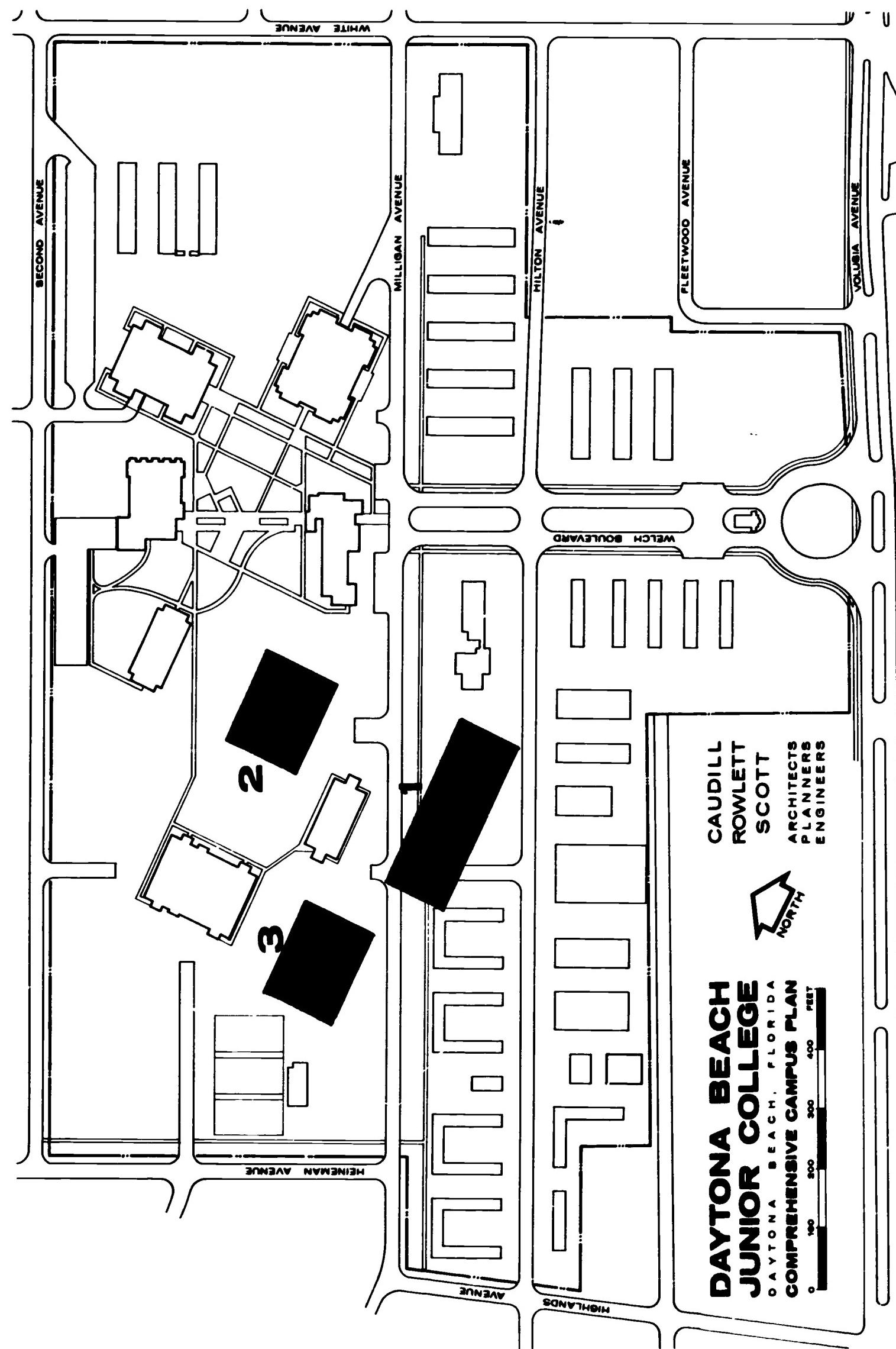
Health Related	12,000 SF
Cosmetology	5,300
Drafting	3,000
Electronics	6,500
Watch Repair	1,900
Mechanical Technology	3,200
Civil, Building & Contracting Technology	4,000
Classrooms (4)	2,600
	<hr/>

sub-total 38,500 SF (net)

Total Area 53,700 SF (gross)

TOTAL PLANNED SPACE

143,400 SF (gross)



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ULTIMATE CAMPUS CAPACITY

The present campus has a total area of approximately 45 acres. The existing core facilities (library, student center and auditorium) are designed for an enrollment of 3,000 FTE students. The possibilities for campus site expansion are very limited with the area just north of the college occupied by a football field and stadium representing the best possibility. The acquisition of residential areas to the south would be very expensive and only offer a small amount of acreage as previously mentioned. The use of multi-level parking structures has been considered, but the problems of financing construction of these parking structures makes them highly questionable as a planning criteria for developing a parking solution for the campus. Using a conservative figure of \$3,000 per vehicle, providing parking even for a 4,000 FTE campus would require at least 1,500 spaces in parking structures, at a development cost of \$4.5 million dollars.

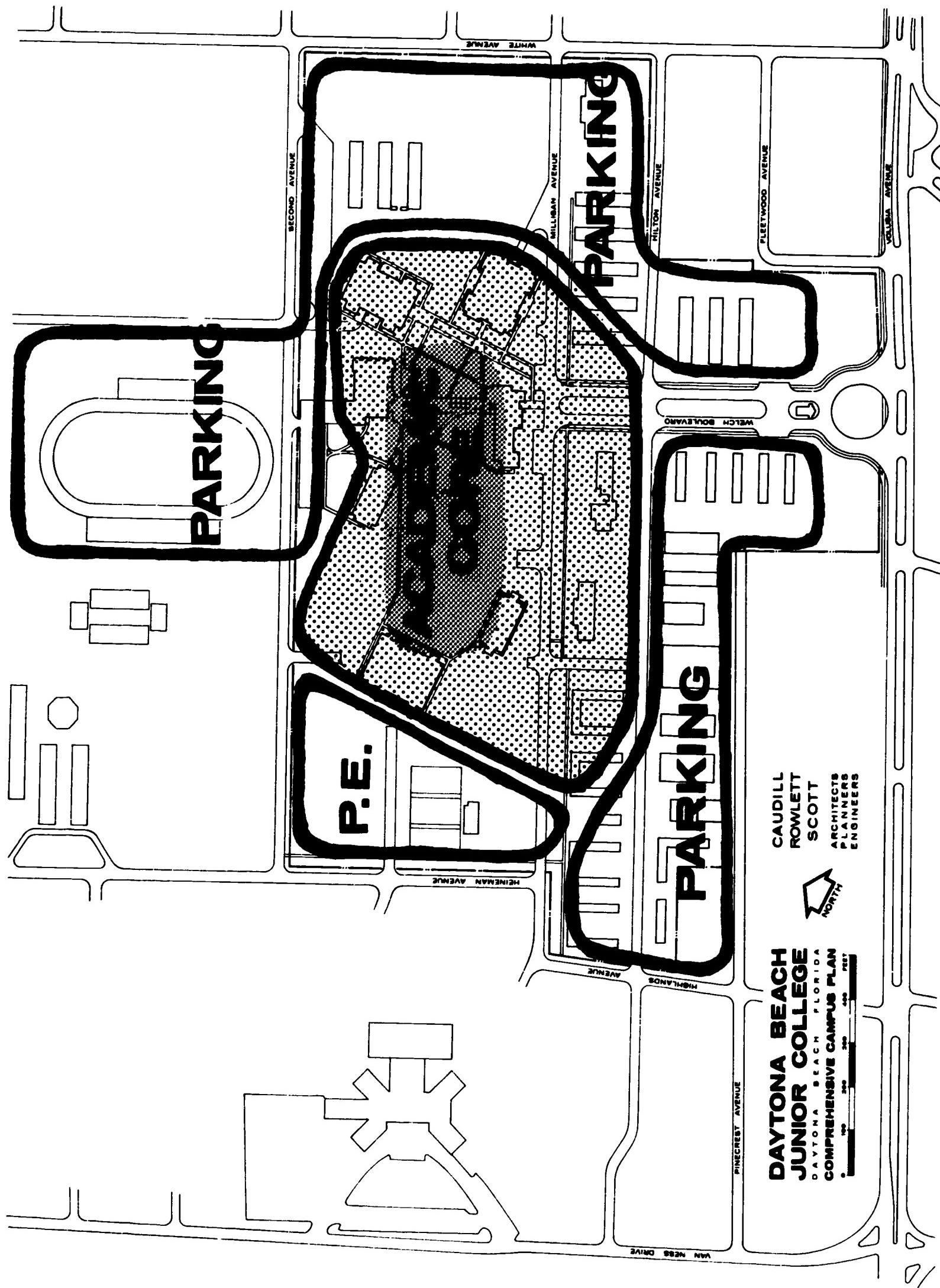
PLANS AND RECOMMENDATIONS

LAND USE PLAN

The Land Use Plan shown on the opposite page is the most important basic element of physical plans found in this report. Specific buildings and development may take on a variety of form and shape, but they should respond to the overall concept of land use zones as pictured here.

A zoning approach to campus planning offers flexibility in the development of individual elements without disrupting relationships of the whole. The plan should be followed to give the overall balance and ordered arrangement of future development.

This recommended plan represents what is felt to be the most logical and appropriate use of the available site, based on the existing pattern of development. It has been influenced by configuration of site, existing buildings, location of streets serving the campus and possible staging of future development. This plan, however, cannot accommodate a 5,000 FTE student enrollment that is projected for the year 1980. See a discussion of this analysis on page 26. A campus developed on this land use pattern could house a development of 3,000 FTE student enrollment with a fairly good environment (P.E. excepted).



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CAMPUS DEVELOPMENT PLAN

The map on the opposite page is a plan of the recommended total development of the existing campus at Daytona Beach Junior College. It represents a campus with facilities capable of supporting a full time equivalent (FTE) student enrollment of 3,000 students. Approximately 1,700 parking spaces can be developed in the areas shown for parking. (This is some 300 spaces less than the number projected as being required for a 3,000 FTE campus.)

This campus plan indicates the recommended grouping of proposed new buildings, streets, walks and open spaces. Those buildings not already planned have been represented as simple rectangles for planning purposes. The exact size and shape of individual buildings will vary from these shapes as shown as they are architecturally programmed, designed and budgeted for construction. The general arrangement and location should be followed as closely as possible to keep the relationship between buildings and open spaces.

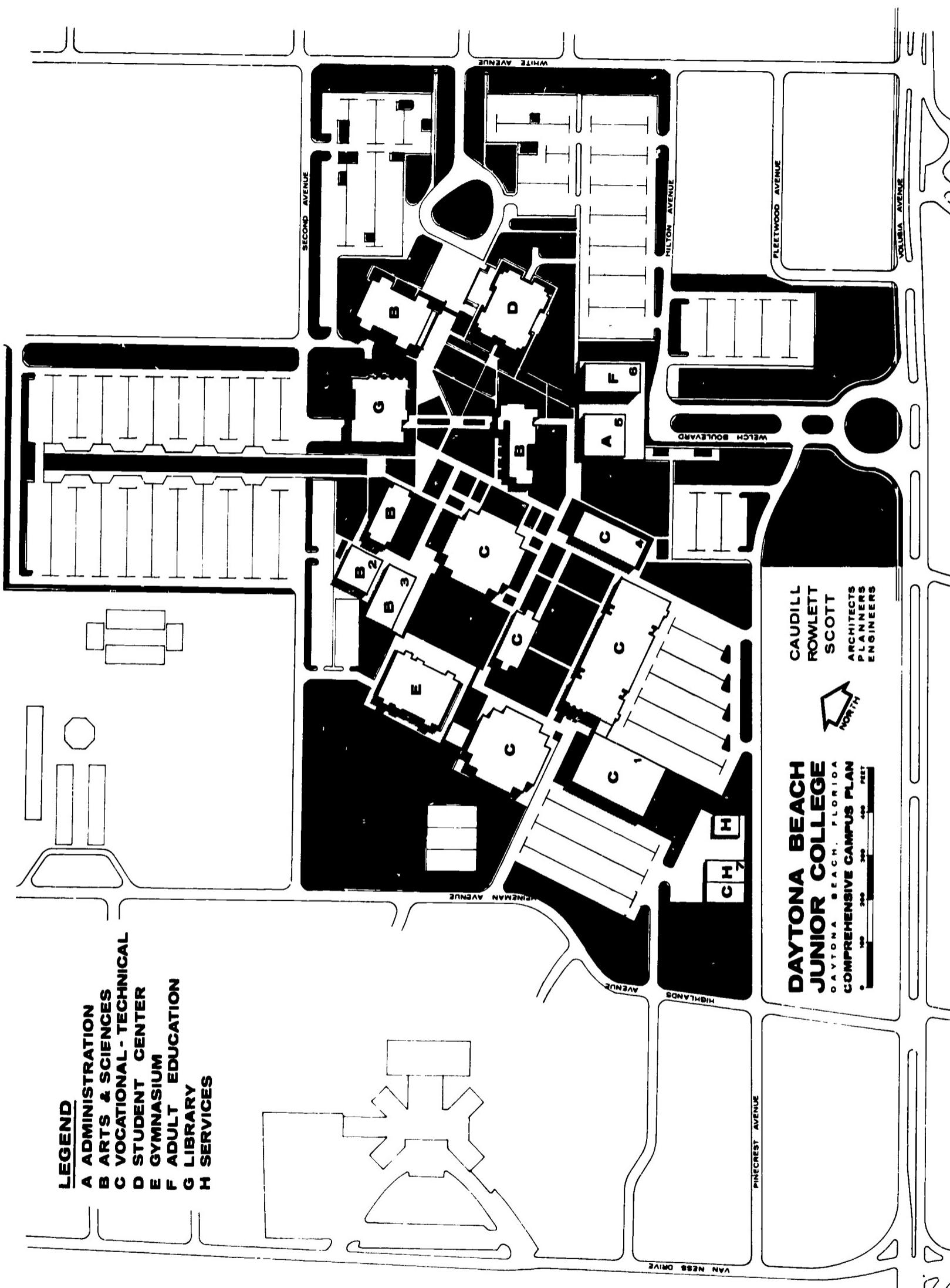
Buildings proposed (other than existing and those now planned) are listed below with their total gross area shown.

Buildings	Area per Floor	Floors	Total Gross
1 - Vocational	18,000	1	<u>18,000</u>
2 - Lecture	6,000	1	6,000
3 - Labs & Classrooms	7,000	2	14,000
4 - Vocational	11,200	1	11,200
5 - Administrative	8,100	2	16,200
6 - Adult, General	8,400	2	16,800
7 - Service Center & Vocational	10,000	1	<u>10,000</u>
TOTAL			92,200

RECOMMENDATIONS

Recommendations for the general development of the college that are most primary are:

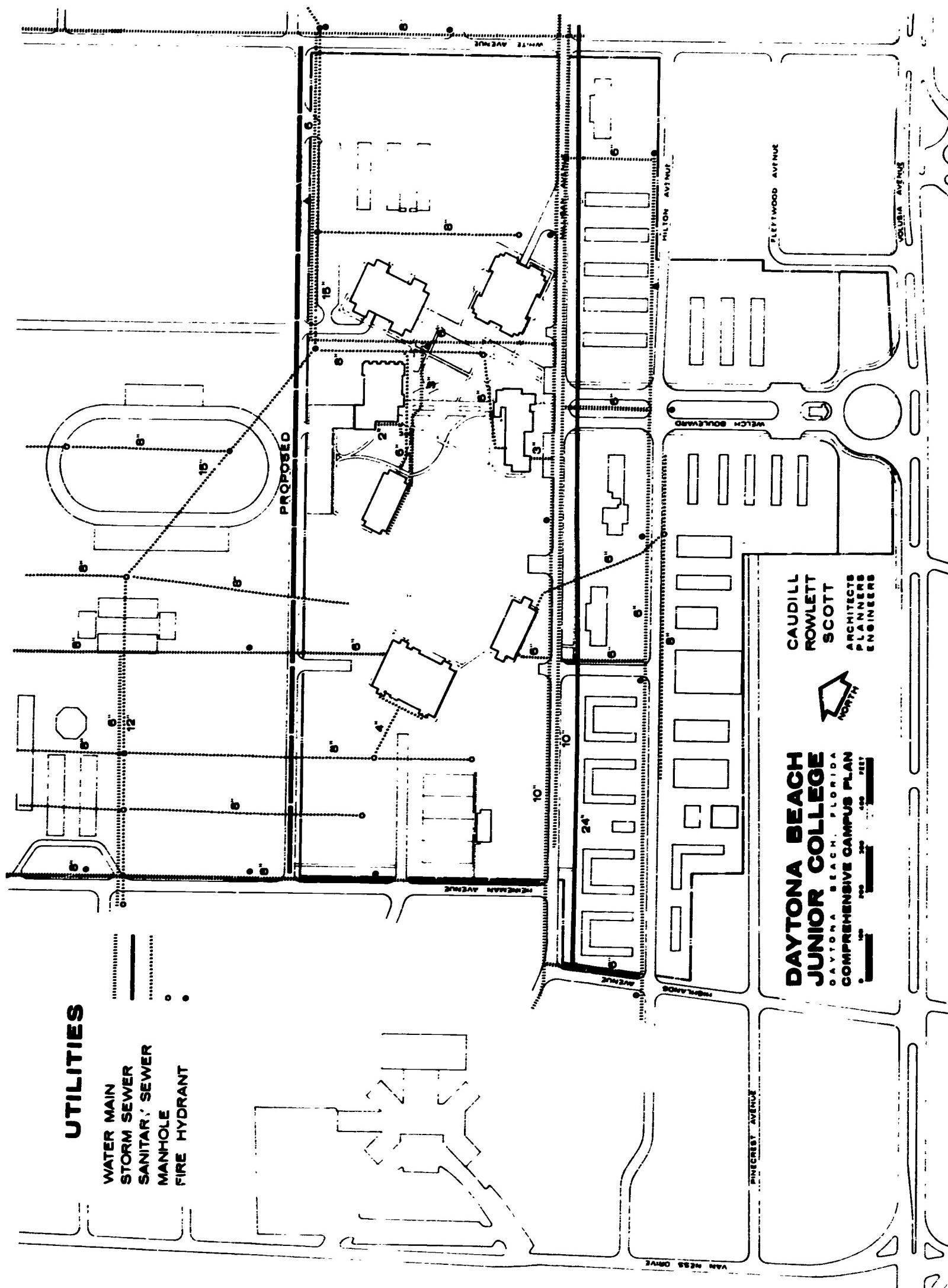
1. Develop the existing campus to accommodate a design level of no more than 3,000 full time equated student enrollment. The plan across the page is based on this recommended design level (maximum).
2. If possible, acquire or gain use of the 8 acre tract that is now occupied by the football field and stadium and develop primarily as parking space (it would provide approximately 620 spaces). Until the parking would be required, it could be used as a P.E. facility.
3. Acquire and develop a new campus site, of 150 - 200 acres, located adjacent to or within close proximity to the network of major highways generally west of the present campus. Given a four year lead time for site acquisition, programming, planning and construction, acquisition of a site should be accomplished in 1967.
4. Develop campus groupings of related programs, whether they are separated by academic organization or not. Examples: business education, drafting, reading, nursing, etc. This would gain many advantages from a building utilization standpoint.
5. When, and if, a new administration building is constructed in the future as proposed, the existing Collins Hall should be converted to a general classroom and departmental office building.
6. Acquire the few parcels in the southwest corner of the present site to "square off" that corner.



UTILITIES PLAN

The majority of the utility system now serving Daytona Beach Junior College is in city street rights-of-way. These are primarily located in Second and Milligan Avenues. Future development would not substantially change this basic pattern. In fact, rather than having major elements of sewer, water and storm drainage lines crossing between these two east-west services, it is recommended that future additions be thought of as short extensions to these two basic linear forms of service. This would mean that future buildings and development in the center of the campus should have short area drains to either Second or Milligan Avenue, or be elevated to drain at grade back to these two laterals.

Drainage will become an increasing problem with the additional building development and paving for pedestrian walks and service access on the campus. At present, most of the campus drains to the east with an approximate fall of 10 feet across the 1,900 feet of campus. Many of the existing campus problems have been solved with ditches and small culverts. In the years ahead, most of the drainage should be directed to central area drains and the ditches eliminated. Depending upon location of development, the central drains would connect either north to the Second Avenue drain or south to the Milligan Avenue drain.



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APPENDIX

PROPOSED UTILIZATION FACTORS

	<u>Teaching Station Utilization</u>	<u>Student Station Utilization</u>
Classrooms	70%	75%
Lecture Hall	70%	75%
Large Lecture Hall	45%	60%
Lab - Science	60%	75%
Lab - Nursing	70%	75%
Lab - Language	70%	75%
Lab - Business	50%	75%
Lab - Technical	50%	75%

BUILDING INVENTORY

<u>Building</u>	<u>Year Constructed</u>	<u>Gross Square Feet</u>	<u>Net Square Feet</u>	<u>% Net of Gross</u>
Science	1959	15,132	12,000	79
Collins	1960	20,018	14,300	71
P.E.	1962	18,237	16,000	88
Bailey	1963	14,291	10,615	74
Lecture	1942	3,800	2,516	66
Student Center	1966	20,152	14,303	71
Fine Arts	1966	31,500	21,154	67

EXISTING PERMANENT BUILDINGS - CLASSROOMS & LABS

<u>Building</u>	<u>Room No.</u>	<u>Room Utilization*</u>	<u>Area</u>	<u>Capacity</u>	<u>SF/SS</u>	<u>Use</u>
Collins	201	97%	630	20	31.5	Reading Lab
	202	70%	630	36	17.5	General Classroom
	203	65%	630	36	17.5	General Classroom
	204	80%	630	36	17.5	General Classroom
	205	75%	630	36	17.5	General Classroom
	206	75%	630	36	17.5	General Classroom
	221	45%	600	20	30.0	Secretarial Science
	222	75%	600	35	16.7	General Classroom
	223	60%	630	20	31.5	Language Lab
Science	8	62%	1,092	24	45.6	Biology Lab
	9	67%	1,352	75	18.0	Lecture
	13	75%	1,352	75	18.0	Lecture
	14	70%	1,092	24	46.5	Biology Lab
	22	80%	893	40	22.5	General Classroom
	23	45%	1,351	18	75.0	Art Lab
	26	45%	1,200	24	50.0	Chemistry Lab
	29	85%	1,248	30	41.6	Physics Lab
P. E.	Gym	67%	10,622	50	212.0	Gym
	7	50%	736	42	17.5	General Classroom
	35	70%	736	42	17.5	General Classroom
Bailey	101	45%	900	16	56.0	Technical Lab
	102	22%	900	16	56.0	Technical Lab
	103	38%	900	16	56.0	Technical Lab
	104	35%	900	16	56.0	Technical Lab
	210B	70%	1,330	25	53.2	Nursing Lab
	212	75%	884	40	22.1	Nursing Lab
	215	80%	1,560	24	65.0	Drafting Lab

<u>Building</u>	<u>Room No.</u>	<u>Room Utilization*</u>	<u>Area</u>	<u>Capacity</u>	<u>SF/SS</u>	<u>Use</u>
Lecture Hall	1	37%	1,656	150	11.0	Teaching Auditorium
Student Center	7		693	40	17.0	General Classroom
Humanities	Aud.					
	101	3,800	583	6.5		Teaching Auditorium
	102	1,100	20	55.0		Art Studio
	103	1,100	20	55.0		Art Studio
	208	972	18	54.0		Art Studio
	209	620	36	17.0		General Classroom
	210	620	36	17.0		General Classroom
	231	1,416	36	17.0		Rehearsal Room

*Based on 40 Hours per Week (1965).

COLLEGE DIVISION - SPACE PROGRAM, 1965-66

	Lecture				Student Contact Periods/Week			
	Scheduled Sections	Enrollment	Contact Hours	Periods/Week	Scheduled Sections	Enrollment	Contact Hours	Periods/Week
Humanities	14-1	504-49	900-147	28-3	Accounting Business	4-2	95-44	358-154
Art	1-0	8-0	24-0	3-0	Administration	7-3	180-63	540-189
Music					Secretarial Science	5-0	69-0	266-0
Biology	8-2	527-93	1581-279	24-6	Food Service	1-1	20-20	60-60
Chemistry	8-0	121-0	363-0	24-0	Law Enforcement	2-1	52-49	156-147
Math	33-8	962-291	3063-903	105-24				
Physical Science	4-2	452-101	1354-303	11-6				
Physics	2-0	59-9	177-0	6-0				
Nursing	2-0	85-0	255-0	6-0				
Economics	2-1	72-26	216-78	6-3				
Education	5-1	134-27	402-81	15-3				
History	7-3	166-57	498-171	21-9				
Philosophy & Logic	7-1	199-34	562-102	18-3				
Psychology	12-2	288-43	864-129	36-6				
Social Science	23-2	1001-99	1774-297	49-6				
Sociology	1-1	26-26	78-78	3-3				
English	43-8	1504-194	2710-506	94-21				
Reading	10-2	168-29	504-87	30-6				
Languages	8-2	111-21	43-170	30-0				
Communication								
Media	1-0	27-0	54-0	2-0				

Hyphenated figures indicate Total-Night.

COLLEGE DIVISION - SPACE PROGRAM, 1965-66

	Laboratories				Student Contact Periods/ Enrollment Hours/Week		
	Scheduled Sections	Enrollment	Student Contact Hours	Periods/Week	Scheduled Sections	Enrollment	Student Contact Hours/Week
Humanities							
Art	9-3	134-53	485-186	32-10			
Music	2-1	74-20	144-40	4-2			
Biology							
Chemistry	16-2	335-36	1105-108	48-6			
Math	6-0	123-0	369-0	18-0			
Physical Science							
Physics	2-0	60-0	180-0	6-0			
Nursing	7-0	85-0	805-0	53-0			
Economics							
Education					8-2	61-16	183-48
History							24-6
Philosophy & Logic							
Psychology							
Social Science							
Sociology							
Guided Studies							
English							
Reading							
Languages							
Communication Media							

Hyphenated figures indicate Total-Night.

COLLEGE DIVISION - STUDENT CONTACT HOURS, FALL SEMESTER 1965-66

	Scheduled Sections	Periods/ [^] Week	Student Contact Hours	%
Humanities			900	3.8
Art	14	28	485	2.1
Music	9	32	168	.7
Biology	3	67	1,553	6.6
Chemistry	24	72	2,586	11.0
Math	14	42	732	3.1
Physical Science	33	105	3,063	13.0
Physics	4	11	1,354	5.8
Education	79	12	357	34.4
History	4	242	8,092	1.5
Philosophy & Logic	5	15	402	1.7
Psychology	7	21	498	2.1
Social Science	12	18	562	2.4
Sociology	23	36	864	3.7
Food Service	1	49	1,774	7.6
English	1	3	78	.3
Languages	56	145	60	18.1
Communication Media	1	94	4,238	.3
Accounting	43	30	2,710	11.6
Business Administration	8	2	430	1.8
Economics	52	126	54	2.3
Secretarial Science	4	15	3,194	.2
Law Enforcement	7	21	540	1.5
P.E. & Health	2	6	216	.9
Honors	5	6	266	1.1
Nursing	20	18	1,536	6.5
Technical Education	26	6	1,182	.7
Guided Studies	1	53	26	5.1
Reading	9	1	805	.1
	37	111	1,226	3.5
	13	39	1,122	5.2
	10	30	504	4.8
	23	69	1,626	2.1
TOTAL	329	933	23,478	6.9
				100.0

$\frac{23,478}{1,428} = 16.5$ contact hours/FTE

COLLEGE DIVISION - RANGE OF CLASS SIZES, 1965-66

	<u>0-9</u>	<u>10-19</u>	<u>20-29</u>	<u>30-39</u>	<u>40-49</u>	<u>50-59</u>	<u>60-69</u>	<u>Over 79</u>	<u>Total</u>
Humanities									
Art	2	5	5	2				2	14
Music	1	5	2						9
Biology								1	3
Chemistry	2-0	0-6	1-10	1-0	4-0	1-0			8-16
Math		3-2	3-4						8-6
Physical Science	1	2	20	8	1	1	1		33
Physics				1					4
Nursing					2	2			4
Economics					1	1			2
Education					4	1			5
History					2	3	2		7
Philosophy & Logic					1	5			6
Psychology					2				12
Social Science					16	11	1		23
Sociology					1	1	1		1
English	4	4	34	4	4	4		4	42
Reading	6	4	6	4	4	4		4	10
Languages	2	4	2	2					8
Communication Media					1	1			1
Accounting			1	3					4
Business Administration	2	1	1	1					8
Secretarial Science	2	2	1	1	4				5
Food Service			1	1					1
Law Enforcement							1		2
P. E. & Health									26
Honors									1
Technical Education	11-2	15-4	4-0	1					31-6
Guided Studies			7						13
TOTAL	25-2	56-12	151-14	36-0	6	6	3	3	291-28

Hyphenated figures indicate Lecture-Lab.

EXISTING SPACE FACTORS		— Square Feet of Space Required to Teach One Student Contact Hour in a Given Subject Area		Existing (1965-1966)		Existing (1965-1966)			
		CR	LH	LH	Lab	CH	LH	LH	Lab
Humanities		1.39	-	1.16	-	Nursing	-	-	1.94
Art		-	-	-	4.52	Honors	-	-	1.10
Music		1.39	-	-	-				
Biology		-	1.1	1.53	1.95	P.E. & Health	1.44	-	-
Chemistry		2.29	-	-	3.25				
Math		1.07	1.56	-	1.30	Reading	-	-	.86
Physics		1.07	-	-	1.18	Guided Studies	.70	1.67	-
Physical Science		-	-	1.13	-	Technical Education	-	-	.57
Education		.79	2.00	-	-	CD	-	-	5.41
History		.76	2.90	-	-	LS	-	-	4.76
Philosophy		.73	1.93	-	-	LT	-	-	5.26
Psychology		1.69	3.87	-	-	LY	-	-	4.61
Social Science		1.08	-	.81	-	MT	-	-	32.86
Sociology		-	-	-	-	GR	.58	-	3.90
Food Service		-	-	-	-				
English		1.00	1.70	1.62	-	1.75	-	-	-
Languages		-	-	-	-				
Comm. Media		.78	-	-	-				
Accounting		.82	-	-	-				
Business Administration		.61	-	-	-				
Economics		.46	-	-	-				

**PROPOSED SPACE FACTORS - Square Feet of Space Required
to Teach One Student Contact
Hour in a Given Subject Area**

	P.E. & Health	Nursing	Honors	Reading	Guided Studies	Technical Education	CD	LS	LJ	LY	MT	GR
	CR	LH	LLH	Lab								
Humanities	.9	-	1.0	-	5.5							
Art	-	-	-	-								
Music	-	-	-	-								
Biology	-	.9	-	2.1	3.7							
Chemistry	-	-	-	-	-							
Math	.9	-	-	-	-							
Physics	-	-	-	-	2.0							
Physical Science	-	-	-	.7	-							
Education	.8	-	-	-	-							
History	.8	-	-	-	-							
Philosophy	.8	-	-	-	-							
Psychology	.8	-	-	-	-							
Social Science	.8	-	-	.7	-							
Sociology	-	-	-	-	-							
Food Service	-	-	-	-	-							
English	1.0	-	-	.8	-							
Languages	-	-	-	-	-							
Comm. Media	.8	-	-	-	-							
Accounting	.8	-	-	-	-							
Business Adm.	.8	-	-	-	-							
Economics	.8	-	-	-	-							
Sec. Science	-	-	-	-	-							
Law Enforcement	2.0	-	-	-	-							

LARGE LECTURE (Above 70)

Course	Enrollment	Student Contact Hours	Hours/Week	Meeting
Humanities	211	122	1	Th 9 LH
Humanities	211	82	1	Th 2 LH
Physical Science	101	349	3	MWF 11 PE
Social Science	101	204	1	M 8 LH
Social Science	101	203	1	M 1 LH
General Biology	101	257	3	TTh 8 PE
English	101	150	1	F 9 LH
English	101	148	1	F 10 LH
English	101	140	1	F 12 LH
English	101	135	1	F 1 LH
TOTAL		3,002	14	

$$\frac{3,002}{23,478} = 12.9\% \text{ of Total Program} \quad (214 \text{ average in large lecture})$$